



As a Parent, What Can I Do?

Parents are important partners in all aspects of their child's education. In the RtI process, the classroom teacher may be the first person to share information about an academic or behavioral concern. As the classroom teacher works to support your child, he/she may reach out and ask a problem solving team to support their efforts. As a parent, you may be asked to join the problem solving team. The previous page describes the steps of the problem solving process. The problem solving team typically consists of school personnel who would review student data and support students by matching instructional practices to their needs.

If your child is identified as needing an intervention, you can be involved by:

- communicating regularly with your child's teacher;
- asking what interventions are being used;
- using the same strategies or interventions at home, when appropriate;
- asking how the interventions will be monitored and reported;
- attending meetings with the problem solving team;
- praising your child for progress and improvement in the intervention area;
- making suggestions for strategies or interventions based on your knowledge of your child;
- asking for clarification when things are not clear.

For more specific information contact the building principal:

Crow Island School

Dr. Julie Pfeffer,
Principal
847-446-0353

Greeley School

Susan Hubebeck,
Principal
847-446-6060

Hubbard Woods School

Dr. Daniel Ryan,
Principal
847-446-0920

The Skokie School

Thomas Eber,
Principal
Alison Hawley,
Assistant Principal
847-441-1750

Carleton Washburne School

Dr. Cathy Rosen,
Principal
Steve Schacherer,
Assistant Principal
847-446-5892

RtI

RESPONSE
TO INTERVENTION:
A PARENT'S GUIDE



What is Response to Intervention?

Recent changes in federal and state laws guide schools to design a system for improving educational outcomes for all students.

The basic idea behind the Response to Intervention (RtI) initiative is to match instruction to student need. There are several key components to an RtI framework. First, there is a multi-levelled model for providing supports/interventions; that's the *differentiation* part. The next component

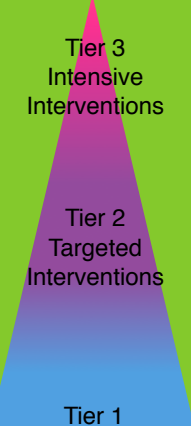
is a method for making decisions about the different levels of *interventions*; that's the *problem solving* part. Lastly, we use formal and informal data to design and monitor the interventions; that's the *assessment* part. These components fit beautifully with our progressive education philosophy as we strive to meet the needs of all children.

RtI is designed to help teachers focus instruction so it meets the

needs of all students. All staff members collaborate around the planning and implementation of focused interventions.

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3 Tiers	Tier 1	Tier 2	Tier 3
	<ul style="list-style-type: none"> ▶ This level represents all students in the basic core curriculum. ▶ Differentiation occurs by matching teaching to student needs based on readiness, learning style, and interest. ▶ Screeners and diagnostic tools are used to measure progress of cohorts of students and to monitor the effectiveness of the core curriculum. 	<ul style="list-style-type: none"> ▶ The next level is for small groups of students who need additional support in a specific area. ▶ Differentiation may occur in flexible, small groups for a specified amount of time. ▶ Progress is measured regularly to check the success of the instruction. ▶ Specialized personnel may be consulted. 	<ul style="list-style-type: none"> ▶ Tier 3 is reserved for an even smaller group of students who need support that is more individualized. ▶ Differentiation becomes very specialized. Specialized personnel would most likely be involved. ▶ Progress is measured frequently to check the success of the instruction.

The Multi-Level Model

The Winnetka RtI model uses **3 Tiers** of support. The three tiers are organized around levels of instruction or intervention that are matched to the needs of the students. The primary differences between the tiers are in the intensity of student need and intensity of instruction.

At **Tier 1**, classroom teachers have the primary responsibility of providing differentiation within the core curriculum. For example, a teacher planning a unit of study about immigration would choose a variety of leveled reading materials to fit the needs of all the readers in the classroom.

Tier 2 is meant to be supplemental to the core curriculum and short-term in nature. This tier provides for more practice and skill building. For example, a primary grade teacher identifies children who are confusing the short vowel

sounds. The teacher may recommend more practice focused on short vowels and a small group would be formed to work on this skill. The reading teacher might meet with this small group 2 to 3 times a week to support the children.

Tier 3 is the most intense level of service available. Most students receiving this level of service have an individualized program using very specific materials. At Tier 3, the instruction may move from being supplemental to being an alternative curriculum. The teacher of a Tier 3 intervention is likely to be a specialist. For example, a student in fifth grade who struggles with math computation and math problem solving and did not meet their specific goals in the Tier 2 intervention may receive math instruction via a separate, more explicit program.



*The whole point of RtI is to improve the learning of **all** students.

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RtI RESOURCES for Parents

For more information regarding RtI:

1. Differentiation
www.winnetka36.org/differentiation

2. Assessment
www.winnetka36.org/assessment

3. Special Education Eligibility
www.winnetka36.org/pupilservices

4. RtI: A Primer for Parents
www.nasponline.org/resources/factsheets/rtiprimer.aspx

The Role of Assessment and Problem Solving

In Winnetka, we gather varied forms of information for different purposes. There are four main types of assessments in our District: screening, diagnostic, progress monitoring, and outcome/accountability. Each type of assessment serves a different purpose.

Screening (ALL students)

- typically quick and simple measures (i.e., grade 2 one-minute oral reading check)
- identifies students who may be having difficulties in an area
- measures effectiveness of core curriculum

Diagnostic (Some or ALL students)

- typically takes more time than a screener (i.e., grade 7 common writing assessment)
- identifies needs for individual and small group instructional plans
- measures specific students' strengths and weaknesses in an area

Progress Monitoring (For students receiving interventions)

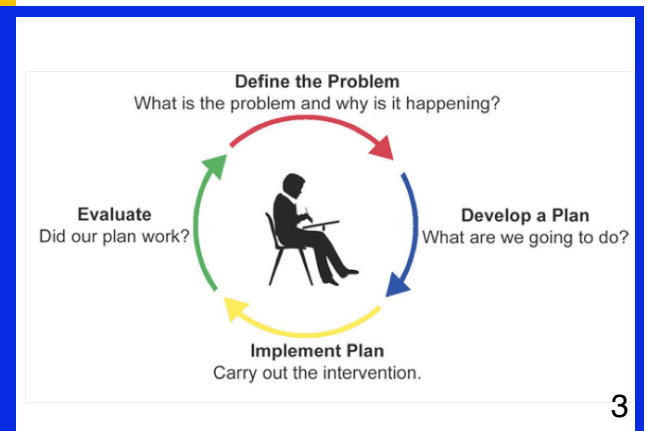
- typically involves at least weekly assessments specific to a skill
- identifies if an intervention is effective for a student
- measures progress over time in relation to individual and small group instructional plans

Outcome/Accountability (ALL students)

- typically a standardized assessment (i.e., Illinois Standards Achievement Test—ISAT)
- identifies how well the District is doing overall
- measures achievement level of students in a summative model

RtI employs a problem solving model in order to match instructional resources to educational needs. Assessments, combined with a teaming approach that considers the whole child, are used to complete the four steps of the problem solving process: 1) problem identification; 2) problem analysis; 3) intervention planning; and 4) progress monitoring for student growth. It is important to note that the problem solving process is ongoing.

Student Centered Problem Solving Model



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